The nature of my third accomplishment is my **collaboration with multiple ensembles and community bands** over the past four years of my teaching career. This is directly in line with the national board’s philosophy as quoted on the website, “The accomplished music teacher is, first and foremost, an accomplished musician.” (nbpts.org) As a **learner**, being involved in these community musical organizations has created a vast network of musicians that have helped me grow as a educator, musician, and conductor. These communities provide an outlet to discuss the successes and failures of my program as I strive to improve my teaching and student’s comprehension. I have invited these musical groups and individuals to my school to observe my classes and perform in joint community/school concerts. Those interactions expose my students to people of all ages that have continued their music learning process beyond high school, giving examples of life-long learners and the value of continuing their music education after graduating high school. Furthermore, performing and practicing on a regular basis has been crucial to maintaining and developing my musical skills which impact my instruction and students learning. **Modeling music performance on instruments** is the most powerful instructional strategy I have utilized to impact student learning. Daily professional development of my musical skills has been an extremely important factor in developing maximum effectiveness as a music educator. My current professional ensembles I am performing in include two community bands, a jazz quintet, a latin jazz jam session at a local community college, and performance at annual musical festivals in my city. (*Artifact 14*)

**This accomplishment is significant as a partner with student’s families and community** because the ensembles I perform in comprise members of the communities in which I have taught. Many include current and past students, parents, community leaders, teachers, amateur and professional musicians. For example, I performed in a brass quintet playing french horn with a parent from another high school. He would tell me about his daughter’s experiences in her schools ensembles as well as the band director’s teaching strategies, musical programming, and relationships with parents. I would in turn tell him my perspectives on issues in my program. Specifically, one issue came up concerning student behavior due to a newly hired band director. Being a newly hired director myself I was experiencing the same issues. I informed him that the transition between band directors can be difficult, as students tend to build close relationships with their music teachers, and those bonds can be hard to let go of after a band director moves on. I told him that to ease the transition I communicated to students and parents my objectives, rules, planning process, and expectations. I constructed a **band handbook** so that students and parents had a structured hardcopy guide to the program detailing steps that would be followed in case issues arose. (*Artifact 15*) Slowly building relationships and giving students time to adjust by building on successes in the ensemble were important during the transition period. Overall, our weekly conversation shed light on the **parent’s perspective** in dealing with band programs, teachers, parents, and students.

**This accomplishment is significant as a learner** because I am constantly learning by applying my skills as a musician, collaborating with other musicians, and networking with other professionals. A specific example is the use of **community bands as a vehicle to increase secondary instrument skills** I was lacking, while getting advice from other players on the most effective ways to improve performance on those instruments that were secondary to my main instrument the trumpet.

**This accomplishment is significant as a collaborator and leader** with colleagues and other professionals because in many of these ensembles I hold a leadership or principal position. Performing in musical ensembles requires constant collaboration to create a deep musical experience for both musicians and audience. This accomplishment is also significant as a collaborator because many of these ensembles are comprised of other music directors, teachers, professional musicians, and community members. These activities create a network of musicians that I can use as **mentors** for advice on instruction, musicianship, administration, career goals, and performance opportunities for my students outside of the classroom. Specifically, my students had a bandmaster’s performance assessment coming up, so in preparation I asked the conductor of one of my community bands to come to my school to assess the band’s performance as an adjudicator. This conductor was a retired band director, trumpet player, veteran music educator, and a close personal friend and mentor. My band set up on our school stage and performed a program of three pieces, and sight read one piece, initiating the exact sequence of events that would occur at the bandmaster’s assessment. My guest made audio comments, filled out the assessment rubric identical to the one at the future assessment, and gave comments after the program was complete. He also stepped up on the podium to work with the band on a few strategies and details that might improve the performance. Overall this experience was constructive to my students learning due to my **collaboration with other professionals through performing in community ensembles** as a musician.

**My accomplishment as a professional musician has had a huge impact on my students learning.** Currently, a specific example is my performance in a community band I have been a member in the last two years. This ensemble consists of local band directors, teachers, and advanced high school students. Recently the community band performed at another high school’s annual winter concert, and a few weeks after performed at my high school concert as a special guest ensemble. (*Artifact 16*) My students wrote reflections of the concert as a whole, and many talked about the community band that I performed in. The balance, blend, and intonation of the band were some of the things they commented on, and gained insight from. Many of my students had never seen or heard a band concert other than my high school’s ensembles. They were exposed to life-long learners, adults of many different career paths continuing their music education due to the joy of music making. Hearing an advanced ensemble gave my students a look at what their future in band might look like, and something to strive for.